

## Catch-Up Premium Plan Autumn 2020 St Lawrence CE Primary

Summary information				
<b>School</b>	Tibberton CE Primary School			
<b>Academic Year</b>	2020-21	<b>FY 20/21 ( Autumn/Spring)</b>	£3920	<b>Number of pupils</b>  84
		<b>FY 21/22 (Summer)</b>	£2800	
		<b>Total Catch-Up Premium</b>	£6720	

Guidance
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>
Context
<p>Statistically, children who come from disadvantaged backgrounds have been affected by lockdown more than children who are from less disadvantaged or vulnerable backgrounds.</p> <p>St Lawrence CE Primary has only 10% Free School Meals suggesting limited deprivation. However, this does not take account of some of the real experiences of families in our school. Some have had time deprivation during lockdown, others have suffered economic shock and impact.</p> <p>During initial lockdown, an average 3 children a day accessed childcare from the joint school hub. This was available from 9:00am – 3:30pm.</p> <p>With the reopening of school from June 2<sup>nd</sup>, in line with national guidance, the school offered places to pupils in Reception and Year 1 and supported two classes/bubbles of pupils who were the children of key workers and those with increased vulnerability. Y6 pupils also returned for the final week on a part time basis.</p>

Throughout the lockdown, online learning was made available via the SeeSaw platform making full use of Oak National Academy resources, school generated materials and other web-based resources to enable pupils to cover the whole curriculum, including a significant focus on wellbeing and PE/outdoor activities. Staff made regular contact with classes through Zoom meetings and parents had access to teachers for support and guidance through the SeeSaw platform and through wellbeing calls and end of year report reviews. 75% of children accessed the materials on a regular basis, resulting in over 9,000 posts during the lockdown/reopening period.

The Remote Curriculum mirrors the successful approach adopted during lockdown/reopening with explicit links to the in school provision.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	Some specific content has been missed, children still enjoy maths and lockdown has not affected their attitudes, however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall times tables and have returned with embedded misconceptions around calculation strategies. This has impacted their ability to reason and problem solve. In KS2, this is very evident with some year groups more affected than others. The current Year 1's have seen little impact for instance.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills: during lockdown pupils were less engaged with the writing tasks. The vast majority of pupils lost some of their resilience, stamina and imagination, less willing to have a go and forgetting basic skills. This has also had an impact on handwriting. Those who have maintained writing throughout lockdown are less affected. The standard of writing that children completed in lockdown does not reflect the ability they show in class with impact from teachers.

<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children's stamina to read with sufficient accuracy and fluency to support comprehension has had some impact across school.
<b>Foundation</b>	Pupils did continue to engage with the foundation subject work during lockdown and received some good support in most cases. There are still gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. immersion in a theme, trips, visitors and powerful curriculum moments.

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**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Staff confident in foundation subjects to focus on skill development and targeted revisiting of areas of weakness. Continued implementation of reviewed curriculum plans for progression.</p> <p>Secure and clear approach to supporting pupils who have fallen behind in reading, writing and mathematics: strategies for identification and intervention within the QFT and skills revision</p> <p>Excellent whole school approach to teaching of reading and writing: develop Jane Considine and Read to Write.</p>	<p><b><i>Additional time in staff meetings for subject leaders and staff to review progress in foundation subjects and target planning to support areas of weakness.</i></b></p> <p><b><i>TA support in each room deployed to maximum effect to close gaps.</i></b></p> <p style="text-align: right;"><b>(£7233)</b></p> <p>Back on Track Training for all teaching staff</p> <p style="text-align: right;"><b>(£240)</b></p> <p><b><i>Additional focus on reading to writing with subject leader, R-Y6</i></b> <b><i>Updated policy</i></b></p> <p style="text-align: right;"><b>(£270)</b></p>		AM	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Continue :</i></b> <b><i>Review and intervention- identify gaps, use quality first teaching and support.</i></b> <b><i>Use of mental maths tests/spelling and tables tests</i></b> <b><i>Ongoing in class assessments</i></b> <b><i>Use of ongoing phonics review</i></b> <b><i>Formal testing ( SATs papers, PIRA/PUMA)</i></b> <b><i>Staff training re assessment (new staff)</i></b></p> <p style="text-align: right;"><b>(£300- training and resources)</b></p>		SN/AM	Feb 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with St Lawrence have an opportunity to become familiar with the school. Grow parent confidence in the schools and its approach.</p>	<p><b><i>Staff use phone calls to make contact with new pupils and their parents. Phone calls for Parent Consultations, follow up and support.</i></b> <b><i>All new pupils are assessed for skill levels in reading</i></b></p>		AM	Ongoing

	<i>(phonics) and maths.</i>			
				<b>(£360)</b>
<b>Total budgeted cost</b>				<b>£8403</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition for Reading, Writing and maths:</u>  Identified children will have significantly increased rates of reading fluency . They will be able to comprehend reading better as a result of being able to read at pace. Engagement with writing is regular and supported to build confidence. Mathematical fluency is secure, computational strategies are secure and applied correctly.	<b><i>TA support in each room deployed to maximum effect to close gaps.</i></b>  <b><i>Additional hours with a HLTA/2 TAs. This will enable TAs to provide additional small group and 1:1 work and teachers to do additional catch up provision.</i></b>			Feb 21
<u>Intervention programme</u> Appropriate interventions to support those identified children in reinforcing their understanding of reading, improve basic sentence construction and basic maths skills and application of number.	<b><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently</i></b>			Ongoing and full review Jun 21
<b>Total budgeted cost</b>				<b>£7750</b>

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have significant opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and books for home learning</p>	<p><b><i>SeeSaw provision offers access to bespoke learning and support from teaching staff.</i></b> <b><i>(£270)</i></b></p> <p><b><i>Provision for further resources as required</i></b> <b><i>(£100)</i></b></p> <p><b><i>Children's school provided personal stationery taken home in the event of a lockdown. Funding to replace items that will not come back into school.</i></b> <b><i>(£300)</i></b></p>			<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. HLTAs and Office Staff have appropriate devices to allow them to work remotely. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. Pupils have access to devices where there are not enough devices in the house to support home learning.</p>	<p><b><i>4 devices provided by DFE directly to support remote learning £1200</i></b></p> <p><b><i>No additional cost to the school, only IT support.</i></b></p>			<p>Feb 21</p>

				<b>Total budgeted cost</b>	<b>££670</b>
				<b>Total costs</b>	<b>£16,823</b>
				<b>Cost paid through Covid Catch-Up</b>	<b>£6720</b>
				<b>Cost paid through school budget</b>	<b>£10,103</b>

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